

Insights from Online Learning amidst the COVID-19 Pandemic: From Teacher Practices to Students' Psychological Needs

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Abstract

Among the wealth of literature on distance learning during the COVID-19 pandemic, teachers' endeavors to meet students' basic psychological needs remains under-explored. This study aims to fill this void by scrutinizing how teacher practices trigger motivating and demotivating experiences on the part of students through Self-Determination Theory (SDT) as analytical lens. Five freshmen taking 11 to 12 online courses in English Education Department at a public university participated in this narrative case study, which was initiated in the initial phase of the pandemic. They were encouraged to write their retrospective narratives and invited to a focus group discussion to appraise their learning experiences. Thematic content analysis revealed that the students experienced an array of motivating and demotivating learning experiences as a result of their teacher practices. Guided by 5Ts (Teacher, Teaching Methodology, Text, Task, and Test) of motivation and SDT, the analysis revealed that the motivating experiences arose when teachers successfully addressed students' needs for autonomy, relatedness, and competence. In contrast, the failure to meet these needs was identified as the resource of demotivating experiences. The findings shed light on crucial instructional strategies for quality online education, particularly beyond pandemic.

Keywords: Demotivation in distance learning, EFL teacher practices, motivation in distance learning, Self-Determination Theory (SDT).

Инсайты дистанционного обучения в период пандемии COVID-19: практика учителей и психологические потребности студентов

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Аннотация

Среди обширной литературы по дистанционному обучению в период пандемии COVID-19 очень мало информации о том, соответствуют ли дистанционные образовательные практики, реализуемые учителями, базовым психологическим потребностям студентов. Настоящее исследование направлено на заполнение этого пробела, так как содержит анализ информации о том, как практики учителей вызывают демотивирующие и мотивирующие переживания студентов в контексте теории самоопределения (SDT). Пять студентов первого курса, изучающих английский язык как иностранный и берущих 11-12 онлайн-курсов в государственном университете, добровольно участвовали в данном кейс-исследовании, которое было начато на начальном этапе пандемии. Для оценки опыта студентов их пригласили ретроспективно описать свои переживания и принять участие в групповой дискуссии. Тематический анализ высказываний показал, что студенты испытывали значительные мотивирующие и демотивирующие образовательные опыты, обусловленные практиками их учителей. Анализ с опорой на 5T мотивации и SDT выявил, что мотивирующие переживания были вызваны положительными практиками преподавателей, которые учитывали потребности студентов в автономии, взаимосвязи и компетентности. А отрицательные практики учителей становились факторами демотивации. Полученные результаты позволяют сделать научные выводы о том, как поддерживать качественное образование в контексте дистанционного обучения, преодолевая вызовы пандемии.

Ключевые слова: демотивация в дистанционном обучении, практики преподавателей английского как иностранного языка (EFL), мотивация в дистанционном обучении, теория самоопределения (SDT).

Introduction

The COVID-19 pandemic has swiftly transformed omnifarious educational practices, including the English as a foreign language (EFL) milieu. The risks of transmitting the disease through traditional face-to-face learning had made online or distance learning a mandatory method to help students continue learning. Albeit the flexibility that online learning offers (Means et al., 2014; Randi & Corno, 2021), this sudden transformation brings challenges for both students and teachers (Chiu, 2021b). The outbreak situated students in a predicament, leading to some emotional consequences such as fear, worries, and apprehension (Al-Marouf et al., 2020). In their national survey, Means et al. (2020) discovered that more than three-quarters (79%) of students struggled to stay motivated in learning during the pandemic. Similarly, Brown et al. (2020) argued that establishing engagement and promoting learning motivation during the pandemic is more challenging for teachers. Inasmuch as teacher practices play pivotal roles in nurturing student motivation (Chiu, 2021a; Khotimah et al., 2021; Randi & Corno, 2021; Ryan & Deci, 2020), improper teaching practices can result in potential demotivating learning experiences for students (Chong et al., 2019; Wang & Littlewood, 2021).

The literature on online learning prior to the pandemic predominantly documents its positive influences on teaching efficacy and learning outcomes (Batdi et al., 2021). However, a fundamental question arises as to its efficacy in the unique context of the pandemic, due to the absence of meticulous planning, design, and development of online learning (Adedoyin & Soykan, 2020). Within the literature on online learning during the COVID-19 pandemic, little is known about whether teacher practices meet students' basic psychological needs as crucial determinant of successful learning (Deci & Ryan, 1985).

Wong (2020) suggests that online learning during the pandemic adequately addresses the students' basic psychological needs for autonomy and competence but in fact it falls short in fulfilling the need for relatedness. Hensley et al. (2021) reveal four challenges of online learning during the pandemic, two of which are attributed to teacher practices: feelings of disconnection, discordance, and distraction, as well as encountering disregard from teachers. In response, Khotimah et al. (2022) advocate addressing the three students' basic psychological needs for autonomy, competence, and relatedness to enhance students' engagement and motivation, especially in the context of online learning during the pandemic. One potential solution to address these needs is using interactive communication tools to instill in students the positive perceptions of teacher presence (need for relatedness), engagement, and overall satisfaction with their online learning experiences (Roque-Hernández et al., 2021). These findings point to potential areas for improvement in teacher practices to meet students' basic psychological needs in the online learning environment.

While prior studies have made valuable contributions to the literature on online learning, they still leave room for further exploration. Many previous studies relied heavily on quantitative approaches, mainly using questionnaires (e.g., Kikuchi, 2015; Wang & Littlewood, 2021). Despite the affordance of involving large-scale research samples, these quantitative studies may not fully capture the intricate interplay of factors contributing to (de)motivating experiences within students' learning processes due to their contextual complexities (Chong et al., 2019). Therefore, a more dynamic approach is needed for studying (de)motivating experiences (Kikuchi, 2015). Ryan and Deci (2020) advocate for a qualitative approach to gain a comprehensive understanding of how teacher practices influence students' motivation. To address these gaps, this study employs a qualitative research method to explore students' online learning experiences that trigger motivation and/or demotivation. Specifically, it investigates how teacher

practices contribute to students' (de)motivating experiences in online learning during the pandemic by employing Self-Determination Theory (SDT) and the 5Ts of motivation as an analytical framework.

Literature Review

Students' (De)motivation in Online Learning

For decades, the study of (de)motivation has been deemed crucial to learning across educational contexts, including in diverse EFL setting (Chong et al., 2019; Renandya, 2015). The existing literature on (de)motivation within ELT sphere is presumed to have emerged due to the complexity, contextuality, and multifaceted natures of learning motivation (Dörnyei & Ushioda, 2013). Although education has evolved with more learning materials, technological tools, and more competent pedagogues, demotivation remains an issue throughout decades. Due to the intricacy of emergency online learning, COVID-19 outbreak yielded different motivational impacts on students than previous normal learning in face-to-face mode.

The implementation of online learning methods and strategies can positively or adversely affect motivation (Chong et al., 2019; Wang & Littlewood, 2021). In congruence, Kim and Kim (2015) acknowledge associated factors contributing to demotivating learning experiences. Those factors include teacher-centered approach (Kikuchi 2009), inadequate mastery of subject content (Xiao, 2012), unclear lesson delivery (Kim et al., 2018), excessive focus on examination (Huang, 2012; Kim & Kim, 2015), blurred boundaries between teacher and students (Farrell, 2015; Xiao, 2012), monotonous classroom tasks (Falout et al., 2009), and poor personal characteristics (Xiao, 2012). In harmony, in the context of Indonesian higher education, such factors as flexibility, learning, expression, and interaction have been acknowledged to determine students' engagement or disengagement from online learning (Stephani et al., 2023). Even a single factor can motivate or demotivate students' learning, depending on to what extent teacher practices stimulate positive atmosphere that enables these factors to scaffold optimum learning. Thus, this highlights the necessity for embracing a multi-faceted approach to explore teacher practices as the precursors to deep learning engagement.

In online learning, where students need tremendous encouragement and support, teachers shoulder increasingly more pivotal roles in providing quality education (Lamb, 2017). Inappropriate or irrelevant teaching practices can arise student demotivation (Trang & Jr, 2007; Wang & Littlewood, 2021). Moreover, teacher motivation is closely linked to student motivation. In this direction, motivated and autonomous teachers tend to experiment with different instructional approaches, styles, and methodologies, eventually leading to improved teaching quality and therefore enhanced student motivation (Öztürk, 2011). This resonates with a recent work involving a structural equation modelling which substantiates noteworthy correlation between EFL learners' online learning engagement and learning motivation as two pivots to their learning achievement (Imamyartha et al., 2023). It confirms that the extent to which students deploy their emotional engagement, interaction engagement, and performance engagement is positively correlated with their intrinsic and extrinsic motivation.

The implication of (de)motivating experiences in online learning to teacher instructional design and practices is obvious; understanding students' motivational dynamics throughout their engagement in online learning helps identify the stepping stones to gainful learning experiences for both teacher and students. This understanding becomes more crucial since students' self-motivation drives their perceptions of online learning and their resilience to experiment with a wide range of online learning tools and resources (Yeboah, 2022). Not only will understanding students' motivation help

trigger their initiative to engage in online learning but it will also help teachers to maintain students' strong learning regulation and improve their performance (Stephani et al., 2023). The present study holds relevance to the current discussion on students' (de) motivation in online learning by shedding light on the actual dynamics of (de)motivation from students' viewpoints, which to date still remains scant.

Exploring Teacher Practices in Online Learning

Teacher's knowledge and, more importantly, practices have been acknowledged to be the driving forces to students' motivation, learning performance, and gains. Inquiries on these two areas of pedagogy have afforded myriads of insights into teaching practices in online learning, as in the case of Technological, Pedagogical, and Content knowledge (TPACK), which has been documented to further engage one more dimension, Contextual Knowledge (XK) of teachers and students (Gozali & Cahyono, 2022). Given the challenges to online learning during and even post-pandemic, the exploration on teacher practices lends credence to the examination of students' (de)motivating experiences and well-being (Cents-Boonstra et al., 2021; Slack & Priestley, 2023).

This study contributes to expanding the discussion on online EFL learning in Indonesia where the lack of technological resources is proven a predominant barrier to learning and teaching (Cahyono et al., 2023). Grounded in students' (de)motivating experiences, the present study aims to make explicit how different elements of teacher practices result in students' (de)motivation throughout their online learning. For a more structured analysis of how teacher practices influence student motivation, this study attends to Renandya's (2015) concept of the 5Ts of motivation. This framework offers a valuable avenue for examining teacher-related factors that impact student motivation and aids teachers in maintaining motivating instructional practices.

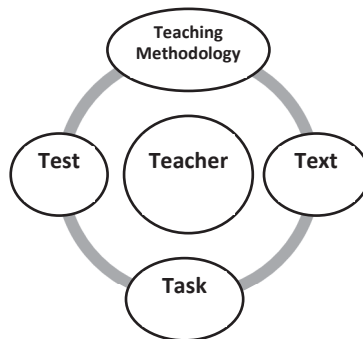


Figure 1. *The 5Ts of motivation, reprinted from Renandya (2015, p. 181).*

As seen in Figure 1, the 5Ts of motivation makes explicit the key elements that guide teachers in effectively engaging and motivating students in their learning. Teachers should be role models (T1), understand students' learning regulation, and master in-depth understanding of various teaching methods (T2) to deliver instruction that aligns with motivational principles. Additionally, they have to be able to skillfully select authentic, meaningful, and relevant texts or materials (T3) and design engaging and achievable language learning tasks (T4) with clear outcomes. Avoiding traditional high-stake tests (T5) can help prevent student demotivation. By translating these 5Ts of motivation into pedagogical practices, teachers are guided to help students learn better, deeply engage in

the learning process, and mitigate learning issues that can potentially spark demotivation (Chong et al., 2019).

The shift to online learning during the pandemic poses new challenges that require complex consideration when applying the 5Ts of motivation. Teachers must adapt their teaching methods to effectively engage students in an online setting, integrate technology to leverage students' motivation, and address such as potential issues as limited resources and distractions (Imamyartha et al., 2022). In congruence, a recent study in Indonesian setting documents the diversity of workable approaches to online English learning that are grounded in teachers' unique contexts (Cahyono et al., 2023). The online instruction puts the teachers in continuous pursuit of effective learning method to stimulate students' deep learning, albeit delimited technological resources. Examining student motivation in online learning, the present study attempts to unravel key ideas to aid teachers in setting relevant learning goals and developing effective instructional strategies therefrom.

Operationalizing the Self-Determination Theory (SDT): Students' Psychological Needs

Self-Determination Theory (SDT), as formulated by Deci and Ryan (1985), posits that individuals have three basic psychological needs: need for autonomy (NfA), need for competence (NfC), and need for relatedness (NfR). Autonomy involves feeling self-endorsed, self-governed, and independent in decision-making, while competence addresses the need to feel effective and challenged. Relatedness pertains to the need for connection, interaction, love, and emotional engagement (Prayogo et al., 2023). These needs are interconnected (Wong, 2019) and promote student motivation and engagement, when appropriately addressed through teacher practices (Hsu et al., 2019). For instance, in online speaking instruction using podcasts, Khotimah et al. (2022) found that an autonomy-supportive learning environment and competence-supportive environment enhance students' engagement. By contrast, minute relatedness in a learning environment such as individual activities in podcasting brings about detrimental influence on students' learning engagement. Students' motivational orientation tends to shift from amotivation to extrinsic motivation, before intrinsic motivation eventually comes into being (Deci & Ryan, 1985; Ryan & Deci, 2020). Literature suggests that motivated and skilled students are more likely to manage their learning and gain higher rate of success compared to their struggling peers (Stark, 2019), not only in online learning but also in any learning contexts (Renandya, 2015).

To maintain a more autonomy-supportive learning environment, teachers need to grant students a wider opportunity to self-select learning materials and activities (Khotimah et al., 2022; Ryan & Deci, 2020), amplify their curiosities (Ryan & Deci, 2020), provide sustained assistance, and support their digital literacy development (Khotimah et al., 2022). Teachers may also provide well-structured instruction, give helpful feedback, provide optimum challenge and room for improvement, select relevant and interesting materials and learning activities, and show concern for students' current level of competence to create a more competence-supportive environment (Ryan & Deci, 2020). Lastly, a more relatedness-supportive learning environment can be achieved by building a sense of respect and caring (Ryan & Deci, 2020), setting group work and projects, and encouraging peer and self-reflection (Khotimah et al., 2022).

While the abovementioned studies highlight the virtues of online learning for improving teaching efficacy and student outcomes, solid evidence on the efficacy of online learning during the pandemic remains scanty. The lack of thorough planning and development of online instructional programs raises questions as to the effectiveness of distance learning during the pandemic. Moreover, whether teacher practices in online learning adequately address students' fundamental psychological needs have yet to receive

sufficient attention. This under-explored territory calls for further investigation to better understand the implications of online learning. Although previous studies have made valuable contributions, their reliance on quantitative methods, such as questionnaires, may overlook the intricacy of determinants to students' motivation and demotivation. To address these gaps, this study employs a qualitative methodology guided by SDT and the 5Ts frameworks to explore students' motivation and demotivation in online learning during the pandemic. This study is driven by the following inquiries:

1. How do teacher practices contribute to students' motivating distance learning experiences from the perspective of SDT?
2. How do teacher practices contribute to students' demotivating distance learning experiences from the perspective of SDT?

Method

Research Design

To meet the research's objective, we employed narrative case study (Sunday et al., 2020). It has been acknowledged to be an apt method for examining students' lived stories (narratives) of their experiences (Connelly & Clandinin, 1990). Besides, students' narratives have been considered a legitimate methodological tool to examine educational practices, such as teacher practices at the micro level and as a source of knowledge for better educational decision making (Kejzlarova & Mladkova, 2021). Through students' narratives, this study examined the uniqueness of the multiple cases in students' online learning experiences amidst the pandemic.

Participants

We initially recruited 25 potential participants from three different cohorts of first-year students in the English Language Program at a public university in eastern part of Indonesia. These students were enrolled in 11 to 12 online courses during the COVID-19 pandemic. Given the challenging circumstances and limited recruitment options, our primary criterion for the selection was accessibility. Eventually, five participants (3 females and 2 males, aged 18-19 years) voluntarily provided informed consent and detailed narratives, supplying the necessary data to address our research questions. To protect their identities, we assigned pseudonyms: Anita, Betty, Cika, Doni, and Ega. All five participants possessed internet access and basic competence required for online learning. Two students had limited prior experience in online learning, while three of them had none. Before the research commencement, we pointed out the research objectives, participation protocols, and potential individual and societal benefits of the study. We also addressed the issues of anonymity, confidentiality, and safety.

Data Collection and Analysis

We gathered data through written narratives and focus group discussions (FGD). These data collection methods provide valuable insights into students' learning journeys, offering a window into their lived experiences and practical knowledge (Creswell, 2007). Notably, employing student narratives as a legitimate methodological tool has been proven to enhance educational decision-making (Kejzlarova & Mladkova, 2021). In our study, harnessing student narratives was a promising avenue for exploring the motivational dynamics of online learning to better understand pedagogical practices.

After ten weeks of participation in the online courses, we requested the participants to document their experiences through written reflective narratives. To assist them in structuring and composing their stories, we provided a reflection template based on the 5Ts of motivation (Barkhuizen & Wette, 2008) that offered a comprehensive lens

to examine teacher practices with respect to the five key aspects previously mentioned. First, we guided them to initiate their narratives by describing the teachers who taught them throughout the semester and how these teachers influenced their motivation or demotivation. Subsequently, the participants were guided to share their learning experiences in relation to their teachers' instructional methods. Afterwards, they were encouraged to recount their interactions with the texts, tasks, and tests that motivated or demotivated them throughout the semester. To gain authentic recounts of their experiences, we allowed them to narrate their experiences in their preferred language, either Indonesian or English (Zacharias, 2016). They composed their narrative using a specific template and submitted it via Google Classroom. Towards the end of the course, we organized a recorded Zoom-mediated FGD in which the participants shared their overall (de)motivating learning experiences. The data from FGD complemented the written narratives, providing additional evidence that encapsulated the students' comprehensive learning experiences.

The data from the written narratives and FGD were manually analysed using thematic content analysis (Creswell & Poth, 2018). First, we transcribed the data from both sources and combined the data into a single narrative for each participant. We repeatedly read the narratives, coded them by identifying key ideas that corresponded to teacher practices and students' motivational dynamics, grouped these codes based on common classifications of emerging themes, counted them, analyzed them, and finally drew the conclusions. From the five long narratives, we found 92 short incidences of narratives: 59 of the students' motivating learning experiences and 33 of the students' demotivating experiences. The 5Ts of motivation and SDT served as guiding frameworks for coding process.

During the coding process, we encountered a challenge in categorizing data into specific dimensions of SDT, which required apt subjective judgment (Nunan, 1992). To enhance efficiency and the validity of our analysis, we relied on the contextual meaning of the data. This allowed us to classify one entity of teacher practice into several distinctive dimensions, depending on their contextual attributes. For example, giving feedback was coded under the category of 'need for relatedness' when it fostered a sense of connection among peers. Furthermore, it was identified under the category of 'need for competence' when it contributed to feelings of effectiveness or competency. To further enhance efficiency and accuracy of the coding results, we employed member checking (Zacharias, 2016). Participants reviewed a draft of the data analysis results to confirm accuracy and relevance. To ensure rigorous analysis and trustworthiness, both authors and an external trained coder conducted the coding process independently.

Findings

The students underwent motivating and demotivating learning experiences in the initial online learning during the pandemic. The motivating experiences were cited in 59 out of 92 narratives (64.1%), while the demotivating experiences were captured in 33 narratives (35.6%). The findings were organized under two major themes: 1) teacher practices contributing to students' motivating experiences and 2) teacher practices contributing to demotivating experiences.

Teacher Practices Contributing to Students' Motivating Experiences

Table 1 shows the summary of teacher practices that corresponded to the 5Ts of teacher practices and the dimensions of SDT. These practices were grounded in the participants' narratives of motivating learning experiences.

Table 1. The frequency of teacher's aspects and SDT dimensions leading to students' motivating experiences

Participants	Teacher's Aspects (5Ts)					SDT Dimensions		
	T1	T2	T3	T4	T5	NfA	NfR	NfC
Anita	6	8	2	1	6	2	12	5
Betty	6	2	5	5	4	6	11	9
Chika	1	2	2	3	1	3	3	3
Doni	3	3	7	9	6	4	6	11
Ega	-	2	2	4	2	-	4	4
Total	16	17	18	22	19	15	36	32

Notes: T1 (Teacher), T2 (Teaching Method), T3 (Text), T4 (Task), T5 (Test), NfA (Need for Autonomy), NfR (Need for Relatedness), and NfC (Need for Competence)

Students' motivating experiences stemmed from the teacher practices reflected in the 5Ts, creating a more autonomy, relatedness, and competence-supporting environment. The frequency of each element is heterogeneous, ranging from 16 to 22, with T4 as the most dominant aspect and T1 as the most marginal one. Table 1 highlights the need for relatedness as the most influential dimension to students' motivation (36 out of 83 citations). The teachers made the students feel connected and loved, as in Ega's story 1.1.

What made me interested in was the teacher's technique of providing material through exciting tasks such as creating videos or posters and giving supportive comments to all the students. So even though there were no face-to-face meetings, the students still felt like they got materials as in the face-to-face meetings. (Ega's Story 1.1)

Ega's story 1.1 emphasized the significance of relatedness through exciting teaching methods, materials, and constructive feedback. The sense of relatedness not only emerged within the teacher-student connection (Ega's Story 1.6, 1.3; Doni's Story 1.4; Chika's Story 1.1; Betty's Story 1.15); but also took place within the relationship between students and the materials (Egas's Story 1.2; Doni's Story 1.6, 1.5; Chika's Story 1.3); between students and teaching techniques (Ega's Story 1.1; Anita's Story.10); and between students and learning tasks (Doni's Story 1.16; Chika's Story 1.4; Betty's Story 1.14). Moreover, the fulfilment of students' needs for competence was also evident (32 out of 83 citations).

I was thrilled when the teacher told me my grades and provided input on what was still lacking. This built my enthusiasm. I was happier when I was told about the area where I did not perform well and rationales for my mistakes. (Doni's Story 1.13)

This excerpt narrates one scene when Doni felt performing more effectively after getting detailed feedback. Another finding demonstrated how the teacher addressed the students' need for autonomy. Although the fulfilment of the need for autonomy appeared less frequently than the other two dimensions, it remained crucial for motivating learning experiences. For example, Anita reflected that, "... students were given a chance to ask, and other students were also given some freedom to raise their opinion..." (Anita's Story 1.2). Anita admitted that, "The teacher's method was sound; moreover, the materials were interesting. Then I was motivated to read more and learn more." (Anita's Story 1.10). Anita's stories illustrate how her teacher addressed students' need for autonomy and encouraged further learning engagement.

Regardless of the platform operative in an online learning, how teachers sparked the feeling of being connected, competent, and autonomous remained a pivotal factor to stimulate better learning motivation. Anita narrated her motivating experience when the teacher effectively delivered the lesson via WhatsApp.

The teacher recorded the students' names at the beginning of the instruction. Only on-time students could complete the attendance form. The teacher then chose one student to be the presenter on a particular topic. The selected student sent PowerPoint presentation with integrated voice notes to explain the details. Three students were given a chance to ask, and other students were also given some freedom to voice their opinions. In the end, the teacher reviewed the materials. (Anita's Story 1.2)

The teacher taught us to use Google Classroom as the central platform. She also introduced us to other engaging platforms and apps, such as YouTube, English We Speak, English 6 Minutes, and Cambridge English Listening, which made us stay on point in every meeting. The materials were always new, insightful, and engaging. (Betty's Story 1.13)

Betty also chronicled how fulfilling the three dimensions of students' basic learning needs raised students' motivation. Betty acknowledged the value of various technological platforms such as YouTube, English We Speak, English 6 Minutes, and Cambridge English as essential resources for motivating experiences. The details on teacher practices to address students' basic psychological needs are summarized in Table 2.

Table 2. Teacher practices contributing to students' motivating experiences from the perspective of SDT

Teacher practices		SDT dimension engaged
T1	Disclosing positive traits, such as being dedicated, intelligent, and multi-talented	NfA
	Providing verbal encouragement	NfA & NfR
	Being communicative, engaging, compassionate, and graceful	NfR
	Showing respect and care	
	Being clear, intelligent, and innovative	NfC
T2	Designing an exciting teaching method	NfA
	Providing alternatives to choose, inviting students' opinion, and encouraging information research	
	Using new engaging platform	
	Providing informative guidance	NfA & NfC
	Setting systematic classroom management	
	Designing encouraging methods	NfR
	Holding synchronous meeting	
	Disclosing presence in the learning activities	
	Designing easy-to-follow instructions	NfC
Using various learning platforms		
T3	Providing exciting and meaningful materials	NfA
	Providing additional learning references	
	Providing meaningful materials	NfR & NfC
	Using rich language and content resources	
	Designing challenging learning materials	NfC
	Addressing current and diverse topics	

<i>Teacher practices</i>		<i>SDT dimension engaged</i>
T4	Designing multimodal learning activities	NfA
	Providing tutorials and scaffolding	NfA & NfC
	Designing meaningful learning activities	NfR
	Designing a wide range of tasks	NfC
	Encouraging reflection	
T5	Providing motivating feedback	NfA
	Providing direct and personalized feedback	NfR
	Raising high-order thinking questions	NfC
	Providing informative feedback	

Notes: T1 (Teacher), T2 (Teaching Method), T3 (Text), T4 (Task), T5 (Test), NfA (Need for Autonomy), NfR (Need for Relatedness), and NfC (Need for Competence)

Teacher practices Contributing to Students' Demotivating Experiences

Table 3 depicts the detailed teacher practices contributing to demotivating learning experiences.

Table 3. *The frequency of teacher's aspects and SDT dimensions leading to students' demotivating experiences*

	<i>Teacher's Aspects (5Ts)</i>					<i>SDT Dimensions</i>		
	<i>T1</i>	<i>T2</i>	<i>T3</i>	<i>T4</i>	<i>T5</i>	<i>NfA</i>	<i>NfR</i>	<i>NfC</i>
Anita	14	7	-	3	4	4	12	13
Betty	5	4	-	1	-	-	4	7
Chika	2	3	-	-	-	-	2	4
Doni	2	2	-	2	1	1	2	5
Ega	2	1	1	-	-	2	2	3
Total	25	17	1	6	5	7	22	32

Notes: T1 (Teacher), T2 (Teaching Method), T3 (Text), T4 (Task), T5 (Test), NfA (Need for Autonomy), NfR (Need for Relatedness), and NfC (Need for Competence)

The data in Table 3 document the dominance of T1 as the most frequent factor leading to students' demotivating experiences (25 out of 54). T2 is identified as the second most dominant factor triggering demotivating experiences (17 out of 54). These pedagogical practices revealed unsupportive learning condition, causing students to feel incompetent (32 out of 61 citations), disconnected (22 out of 61 citations), and overly dependent (7 out of 61 citations). For example, Betty found herself demotivated by the teacher's responses.

The lack of closeness between students and lecturers was one of the learning experiences that demotivated me. This made students afraid to ask questions related to the incomprehensible materials. My classmates, including myself, felt this. We could only talk about what we did not understand in the non-teacher WhatsApp chat group. We only asked each other questions out of uncertainty. None dared ask the teacher. (Betty's Story 2.6)

Moving forward, ineffective teaching was also captured in students' narratives of the demotivating learning experiences. Negative teaching practices seriously undermined autonomy, emotions, and cognition, as reported in Chika's Story 2.1.

I didn't like it when the teacher only gave assignments without taking part in the learning process. There was no explanation regarding the assigned tasks, and the teacher did not interact with the students. The assignment was only sent to the class representative without any detailed description. (Chika's Story 2.1)

In this regard, teachers' ineffective teaching delivery sparked the feelings of disconnection and hampered the students' learning regulation. The summary of how teacher practices triggered demotivating learning experiences is presented in Table 4.

Table 4. *Teacher practices contributing to students' demotivating experiences from the perspective of SDT*

Teacher practices		SDT Dimension Affected
T1	Being irresponsible and negligent due to the absence of clear instruction	NfA & NfR
	Being high-tempered, uncommunicative, and uncooperative	NfR
	Delivering unclear language	
	Being inattentive to students' progress and development	
	Providing irrelevant responses	NfC
	Showing a timid attitude	
T2	Providing inadequate learning facilitation	NfR & NfC
	Designing unattractive learning methods	NfC
	Assigning too many tasks	
	Holding no synchronous instructions	
T3	Providing inadequate references	NfC
	Providing meaningless materials	
T4	Providing monotonous and meaningless tasks	NfC
	Delivering unstructured tasks	
	Delivering no learning activities	
	Putting excessive emphasis on individual tasks	
T5	Providing monotonous assignment	NfC
	Giving irrelevant or untimely feedback	
	Providing assignment without feedback	

Notes: T1 (Teacher), T2 (Teaching Method), T3 (Text), T4 (Task), T5 (Test), NfA (Need for Autonomy), NfR (Need for Relatedness), and NfC (Need for Competence)

Discussion

This study has revealed that teacher practices lead to either motivating (Chiu, 2021a; Khotimah et al., 2021; Randi & Corno, 2021; Ryan & Deci, 2020) or demotivating learning experiences (Wang & Littlewood, 2021). The findings underscore the dichotomous impacts of teacher practices on students' psychological needs to attain successful online learning, regardless of teaching methods and digital resources employed (Kim & Kim, 2015). For example, relevant and timely feedback promotes students' motivation, and *vice versa*. Furthermore, this discussion corroborates the fluidity, complexity, and contextuality of (de)motivational constructs (Dörnyei & Ushioda, 2013).

The findings on motivating experiences highlight how teachers built a sense of relatedness, as the most pronounced dimension in the students' narratives. In line with Wong's (2020) study, the present study highlights the need for relatedness as the leading

factor to students' learning motivation and engagement, which was insufficiently addressed by the teachers in this study. The lack of physical engagement and the transition from high school to university further heighten the demand for connection and teachers' presence. Nevertheless, the restriction on face-to-face interaction has disrupted students' learning engagement, putting them in a limbo land without sufficient experiences and coping strategies to succeed in online learning (Al-Marroof et al., 2020). Being connected to peers and receiving support under teacher guidance are believed to help students tackle learning barriers which can stem from technical, motivational, and cognitive challenges (Imamyartha et al., 2022). This study is in favor for the idea of collaborative mobile- or computer-mediated learning to build inviting environment where students can compensate for each other's interim performance, while enabling the convergence of ideas, understanding, and skills to sustain collective learning growth (Imamyartha et al., 2023).

When students feel more connected to the teacher practices (NfR), they acknowledged a greater sense of self-endorsement (NfA) and competence as well as effectiveness (NfC). As they perceived stronger connectedness to their teacher practices, they are more likely to acknowledge a sense of belonging and make substantial investment in their learning (Wong, 2019). This sense of connection can further amplify the confidence in their abilities and a belief in their effectiveness in achieving academic goals (Ryan & Deci, 2020). This implies that teacher needs to establish solid rapport with the students as the springboard for sustained learning engagement. The lack of teacher's social skills to engage students indeed poses detrimental bearings on their learning engagement (Xiao, 2012). As documented in the findings, providing personalized feedback, creating a supportive online learning environment, and fostering open communication stimulate stronger motivation and engagement. An inviting learning environment, characterized by engaging instructional designs and meaningful learning tasks, provides fertile ground for teachers to take full advantage of their teaching practices and elevate students' learning outcomes.

Students' demotivating learning experiences result from teachers' failure to create a positive learning environment necessary for the fulfilment of students' three basic needs. For instance, the students pointed out how some of their teachers did not manage to create a motivating social atmosphere in the class. The need for competence was the most commonly narrated in the demotivating experiences. According to SDT, satisfying the need for competence is pivotal to students' intrinsic motivation, which drives them to partake in learning activities for their own sake, out of interest and enjoyment (Deci & Ryan, 1985; Ryan & Deci, 2020). By contrast, when they feel incompetent, they are more likely to feel demotivated to engage in and persist with learning tasks. The present study resonates with previous works which document inadequate mastery of subject content (Xiao, 2012), unclear lesson delivery (Kim et al., 2018), significant gap between teacher and students (Farrell, 2015; Xiao, 2012), and monotonous classroom tasks (Falout et al., 2009) as serious threats to student disengagement from online learning and eventually unsatisfactory learning outcomes.

These portraits of unsatisfactory pedagogical practices confirm that poorly-planned online learning results in disruptive online learning experiences and suboptimal learning performance (Adedoyin & Soykan, 2020). In large part, the findings imply that teacher-fronted online teaching tends to be demotivating. This is associated with the lack of opportunities for students' collaboration and shared inquiry which would otherwise serve as important vehicle to sustained learning regulation and intrinsic motivation (Khotimah et al., 2022; Imamyartha et al., 2023). The demotivating experiences are also caused by poor content and pedagogical competences (Trang & Jr, 2007; Xiao, 2012).

These are indicated by irrelevant materials, inability to deliver clear lessons (Kim et al., 2018), excessive assignments without feedback (Huang, 2012; Kim & Kim, 2015), poor teaching competence (Xiao, 2012), and monotonous tasks (Falout et al., 2009). Moving forward, the dearth of supports through teacher talk, consultation, or relevant learning resources also contributes to demotivating experiences. This is evident in how limited opportunity to self-select learning materials and consistently monotonous tasks can lead to the decline of students' perceived value of the online learning (Khotimah et al., 2022; Ryan & Deci, 2020).

Conclusion and Implication

This study reveals that students experienced (de)motivating learning experiences as a result of their teacher practices during the online learning. SDT has enabled a fine-cut analysis on how each of the 5Ts poses (de)motivating drives to students' learning engagement. The motivating experiences stem from teacher's positive practices of 5Ts that successfully address students' needs for autonomy, relatedness, and competence. On the contrary, negative or insufficiently engaging instructional practices are identified as the determinants to demotivating experiences. Regardless of technological tools and resources in use, teachers remain at the heart of successful instruction as their behaviors, teaching methods, text and task selection, and test design pose immense impact on the fulfilment of students' basic needs.

The findings can help refine the goals and strategies of TPD. The narratives in this study can serve as reflection point to inform collegial meetings wherein teachers can share and build on the lessons learnt from their practices. This will inculcate reflective cultures among teaching staffs to partake in gainful discussion on the antecedents and outcomes of motivating learning experiences, while co-constructing coping strategies to surmount students' demotivating experiences. Furthermore, involving students as critical partners in such knowledge co-construction can help generate balanced viewpoints on every learning momentum both in and beyond the class. In fact, making students' voices heard throughout their learning odyssey will not only afford rich information on which teachers can draw their instruction and assessment but also accrue students' deep learning engagement.

Although narrative case study is not devoted to making generalizations or transferability (Duff, 2014; Yin, 2009), we claim the richness and depth of the content analysis from the students' narratives can reflect on how they perceive teacher practices, while simultaneously implying their expectations thereof. This study confirms the power of students' narratives to portray educational practices and inform forthcoming educational reforms. Nevertheless, the use of written narratives cannot fully delve into the students' learning experiences as it offers no opportunity for direct inquiry to probe further into students' narratives. As an alternative, engaging observation and follow-up interview with students may generate significant insight into their actual learning experiences and underlying perspectives. This approach triangulates their narratives with the analysis of their learning engagement from external viewpoints, enhancing understanding.

This study contributes to TPD by informing how teachers and researchers to better integrate students' basic needs into online pedagogy in diverse higher education contexts post-pandemic. Teacher educators also can benefit from the findings by tailoring teacher training programs to SDT dimensions and the five aspects of teacher practices as the guiding parameters of quality online learning. One potential area of further inquiry is what teachers need to improve and what technology is required to optimize the most desired motivating factors, i.e., need for relatedness.

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